

Illinois Early Learning Council (IELC)
Linguistic and Cultural Diversity Committee Meeting
Wednesday, April 1, 2009
9:30-Noon
Boeing, 100 N Riverside

Minutes

ATTENDING: Josie Yanguas (IL Resource Center, LCDC Co-chair), Reyna Hernandez (Latino Policy Forum, LCDC staffer), Pat Chamberlain (UIC), Marta Moya-Leang (CPS Belmont-Cragin Early Childhood Center), Jessica Rodriguez (Positive Parenting DuPage), Yturriago (Northeastern Illinois University), Sonia Soltero (DePaul), Rebecca Lawrence (DCFS – Educational Advisor), Nora Moreno-Cargie (Boeing), Francesca Alcozo

BY PHONE: Awilda Adorno (co-chair), Dawn Thomas (IECAM), Gail Conway (Chicago Metro AEYC), Maria Lopez (El Valor)

1. Review of minutes from February 4, 2009
 - a. P. 4 III, b, iv – change language to “parents are not always sure how to support...”
 - b. Minutes approved with one change
2. Review of Preschool for All RFP
 - a. During the process, the recommendation to “require” a bilingual or ESL certificate was the one that raised the most concerns
 - i. Council asked LCDC committee to create a long-term plan for increasing pool of workforce
 - ii. Good sign that the RFP includes the recommendation as a best practice
 - iii. Changing the requirements might be statutory and require such a change
 1. There have been discussions about various uses for Title I money, including professional development and parental support
 2. The council is considering which recommendations to make
 - iv. The DePul program discussed at the previous meeting (adding the bilingual/ESL certificate to Early Childhood program) should be emulated
 1. There is a need to strategize around increasing this type of program
 2. The Erikson Institute research will provide some insight into what other universities are doing in the area of teacher preparation
 - a. They are also conducting discussing other areas of professional development
3. Potential Upcoming Projects
 - a. Research-based guidance document
 - i. Josie had a meeting with Kay Henderson about the possibility of producing a research-based guidance document on best practices to be used by ISBE in site visits
 - ii. Discussion around the limited research around early childhood language acquisition screening and other areas
 1. Additional research is sometimes available in fields outside of education, including linguistics and neuroscience

2. The research can be framed around general principles which apply for good practice
3. Committee can reach out to research institutions for additional research need
4. The WIDA Consortium is researching using WIDA on younger children
5. Many programs are driven by resources and not necessarily needs of the students in terms of models
6. Programs and higher education are generally responsive to changes in the state program requirements
7. The recent inclusion of preschool in the ELL definition is something that is moving forward and may impact programs in the future
8. Concerns about the SD 299 block grant, and compliance and monitoring issues
 - a. Each program director/principal determines whether native language instruction will take place in preschool programs within SD 299
 - b. Bilingual Education World Language (BEWL) Commission report addressing bilingual education reform in Chicago is on hold
 - i. Early childhood education is not represented in that process
 - ii. Early childhood ELL community should get involved in the process
9. ISBE is considering changing its bilingual exit criteria, which would impact the way districts provide native language in preschool.
 - a. If they will have to be placed in classrooms receiving native language instruction in kindergarten, they may be placed in those classrooms sooner
4. There is also a need to educate board members and non-education leaders about early childhood language acquisition
 - a. administrators/superintendents also need to be informed about language acquisition and working with diverse children
 - i. might reach out at conferences and administrator trainings
 - ii. should also try to get this information incorporated into administrator requirements
 - b. Boeing funds many of the new leaders partner programs – might add LCDC issues to those programs
 - c. We need to leverage opportunities such as the Olympics or the stimulus money, even if there is limited research
 - d. Framing the issues appropriately is key
 - i. Expanding the standards of quality to include linguistically diverse children
 - ii. Improve grade three ISAT scores through investments in early childhood

1. Need for additional cost-benefit analysis research around ECE investments
 - iii. Educare Centers provide a strong research-based model
 1. One is being built in west DuPage
- e. Discussion of impact of teacher and administrator quality on outcomes
 - i. Small study of a few schools in Elgin around early reading provided positive results
 - ii. Might consider conducting a similar longitudinal study with Belmont Craigen
 - iii. SIS will improve tracking
 - iv. Linda Espinoza will be coming to IAMME conference
5. Possible Next Steps
 - a. meetings with deans at universities to talk about some of these issues
 - b. El Valor is identifying type 29's to get them into EC programs
 - i. El Valor is also starting a doctorate in educational leadership next year – helping meet that need, cohort of about 25-30 people. Starting spring of next year, collecting names, will be hosted in La Villita center, Dr. Carlos Escotia is the partner, on the board at National-Louis University
 - c. Use of federal stimulus money to help with professional development
6. Next Meeting Dates:
 - a. Next meeting for May 27th, at Northeastern
 - i. Perhaps we can meet at different universities and invite deans and such to attend at each campus
 - b. Monday July 20th, tentatively at DePaul, 9:30-12